MA Kelly Speech

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective (s):**   * **SWBAT identify symbols in “Thank You M’am” and explain their effect on the reader** | | | | |
| **Exit Ticket:**  Explain the meaning of any one of the symbols we discussed in class today. Explain why you believe Hughes inserted this symbol into his story. What does it tell the reader?  *Ex: The blue suede shoes that Roger desires represent his desire for success and status. Hughes wanted to show that Roger did have a desire to be successful, but that he didn’t now how to get that success.* | | | | |
| **Time**  **(min.)** | **Lesson Step** | **Teacher Actions** | **Student Actions** | **Materials Needed** |
| 20 min | **Do Now** | - monitor IR and check reading logs | - enter at lvl 0, begin IR, complete reading logs |  |
| 3 min | **Opening/Hook** | - very short story: “The man approached the woman, who pulled a ring off her finger and threw it at the man. He caught it before it hit the ground, and stared at the ring in his hand as the woman walked away.”  - cc: what happened here? How do you know? How does the woman feel about the man? How does the man feel about the woman?  - symbols do work for a writer; I didn’t have to write down all that you just said, just that a woman took a ring off her finger and threw it. The symbol does the rest. | - respond if cc’d or listen in spark |  |
| 15 min | **Intro to New Material / GP** | - read three sections of “TYM” using **ctg**: (1) description of Ms. Jones’s bag; (2) descriptions of Roger’s blue suede shoes; (3) description of Roger washing his face  (1): read using **ctg**, *everybody writes* what Ms. Jones’s bag might represent  - cc for responses  (2): read using **ctg,** *partners discuss* what Roger’s shoes might represent  (3): read using **ctg**, *everybody writes* what the washing might represent  - instruct ss to take notes, on guided notes, for each symbol, as they’ll be using this information to write their papers  - everybody writes: what does the reader learn from these symbols? Why does Hughes use them?  - cc for responses | - read using ctg, everybody writes  - respond if cc’d  - read using ctg, partner share  - respond if cc’d  - read using ctg, everybody writes  - respond if cc’d  - everybody writes  - respond if cc’d |  |
| 10 min | **4 corners** | - there’s a central question in this story that Hughes leaves unanswered: what happens to Roger?  - I’m going to put a statement on the board, and you’re going to go to a corner of the room based on whether you completely agree, partially agree, partially disagree, or completely disagree  - you will stand up, push in your chairs, and walk to the appropriate corner  - you will talk only about the work, which means only one person in each group should be talking at once  - I will assign wasting time demerits to anyone who is not participating, by speaking or listening carefully  - your group must produce an assertion and evidence from the text (quotes) to back it up  **Roger will lead a successful life after this interaction because of Ms. Jones’s intervention**.  - circulate and monitor groups  - instruct each group to present, monitor ss | - listen to expectations  - head to the appropriate corner  - discuss assertion, produce claim with evidence  - return to seats  - one ss from each group explains their claim and presents evidence  - ask questions of other groups |  |
| 7 min | **Assessment/**  **Closing** | - distribute exit tickets; set expectations, offer smac bucks for speedy, silent passing out  - monitor ss as they complete exit tickets | - complete exit tickets at lvl 0 |  |
| **Accommodations/**  **Modifications** | | - preferential seating  - directions read aloud  - filled-out notes ready for ED, MG, RB, JJ, AM |  |  |
| **Homework** | | - questions on symbols in “TYM” |  |  |